DOCUMENT RESUME

ED 141 703 CG 011 529

AUTHOR Kavanaugh, Raphael R.
TITLE Intimacy in Groups--It Can Be More Than Just A Lip Service Issue.
PUB DATE Nov 76
NOTE 20p.; Paper presented at the Annual Meeting of the Florida Personnel and Guidance Association (Orlando, Florida, November 1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Counselor Role; *Group Behavior; *Interaction Process Analysis; *Interpersonal Competence; Models; *Social Development; Social Relations; *Verbal Communication

ABSTRACT

The role of a group facilitator implies observation of the group's interaction and intervention based on these observations within the group. This paper discusses the need for a facilitator to operate from a theoretical frame of reference in group settings that also provides a systematic method of observation. The author discusses category systems as a method of group observation and presents the Categories of Intimacy Analysis and Intimacy Training (CIA/IT) as a means of observing and classifying verbal interaction in groups. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED141703

INTIMACY IN GROUPS--IT CAN BE MORE THAN JUST A LIP SERVICE ISSUE

Paper presented by: Raphael R. Kavanaugh, Jr. Ed.D.
Department of Teaching Analysis
Florida Technological University

Florida Personnel and Guidance
Association Convention
Orlando, Florida
November, 1976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CG011529

When any group convenes for the first time, its greatest task is getting to know each member. Through a process of information giving and feedback, nouns which govern behavior in the group are established. These may be either explicit or implicit. The role of the group facilitator is of primary concern to many group members. The guidelines of this role begin to be defined with the opening statement. In most cases, this statement implies that the facilitator's primary responsibility is one of observation and intervention based on observations made within the group setting.

However, questions such as what do we mean by observation, and how do we do it must be thought through within the context of a group setting. The facilitator's theoretical approach to dealing with these questions has much to do with the effectiveness of his/her role and the success of the group.

Observation in groups refers to grasping an awareness of the social interaction of a group and the effects of these actions on the group. In addition, the facilitator is responsible for presenting this awareness to the group.

Observation and recording of various types of social interaction have long been of interest to researchers in the behavioral sciences. Of particular interest is the impact on participants of certain conditions governing the settings, or conditons of the interaction. Social interaction is taking place when two or more individuals come together and begin to relate with each other in some fashion. Dyck (1963) describes social interaction as occurring"...when an action by one person is in some way responded to by another person, when each person is aware of the other and of the action in question, and when the action responded to is directed to or is about the person who is responding" (p. 80). Observation

in groups refers to grasping an awareness of the social interaction of a group and the effects of these actions on the group. In addition, the facilitator is responsible for presenting this awareness to the group.

The observation of social interaction presents several unique problems for the facilitator. First of all, the interaction itself is difficult to describe. A further complication is the difficulty involved in translating the many types of social interaction into observable behavioral differences. A facilitator must look closely at the chosen descriptive labels and units of behavior to be certain that an interaction is taking place rather than merely the individual actions of persons who happen to be in the presence of one another. In order to control for these specific problems, systematic methods of observation must be constructed and utilized in group settings. This would then provide a consistant frame of reference on which the consultant bases interventions. It therefore becomes important to look at the criteria for an observation system.

Observational methods consist of nothing more than an extension to "the scientific area of a general skill which most humans have to some degree" (Heynes and Lippitt, 1954, p. 371). Any technique that serves to improve the skill of observation qualifies as an observational method (Wick, 1968). An observational method is defined as the "selection, provocation, recording, and encoding of that set of behaviors and settings concerning organisims 'in situ' which is consistent with empirical aims" (Weick, 1968, p. 360). Observational methods differ from experimental methods in the following ways:

1. Observational studies involve fewer controls.
2. The controls pertain more to the observer and the methods of recording data than to the setting, task, or subject population.

3. The training in an observational study is directed more toward calibrating and sensitizing the observer to the flow of events, whereas in experiments training is directed toward sharpening judgements of the subjects (Weick, 1968).

Traditionally, two major observational techniques have received the most attention; construction of category and rating scales, and observer training.

The primary intention of a category system is to "limit the observation of one segment or aspect of...behavior, and construct a finite set of categories into one and only one of which every unit observed can be classified. The record obtained purports to show, for each period of observation, the total number of units of behavior which occurred and the number classified into each category" (Medley and Mitzel, 1963, p. 298).

The behavior most frequently "observed" when people are studied in groups is verbal interaction. Even though some category systems encode structural characteristics of talk such as time, it is more common for manifest content to be recorded. While there have been several category systems developed to encode social interaction (ex. Flanders, 1960), most of them are confined to specific problems and do not have general relevance. Other systems have been developed which can be applied to a variety of social interactions and are topic free (Bales, 1950, Interaction Process Analysis; Bogatta, 1961, Interaction Process Scores and Behavior Scores System; Mann, 1967, Member-Leader Analysis). However, these are often complicated to use and/or were designed to portray individual dynamics rather than group development through stages or phases. The Categories of Intimacy Analysis and Intimacy Training (CIA/IT) were developed from theoretical assumptions of groups based on the Bennis and Shepard (1956) model of group development. In order to more fully understand the

category progression, a brief discussion of this model is necessary.

Bennis and Shepard (1956) conceptualized group development as a two-stage movement from preoccupation with authority relations to preoccupation with intimacy relations. Within each of the two phases are three sub-phases, each culminating in resolution of its relevant issue. In discussing the phase movements, Bennis and Shepard point out that to some degree each group meeting is "a recapitulation of its past and a forecast of its future," as evidenced by behaviors more typical of an earlier or later sub-phase. According to the model, the evolution from Phase I to Phase II represents not only a change in emphasis from power to affection, but also from role to personality. In Phase I, the group as an entity emerges from a heterogeneous collection of individuals by means of discussion of broad role distinctions such as sex, class, and ethnicity. In Phase II, the individual emerges from the group by means of group concern with personality modalities such as individual reactions to anxiety, warmth, and retaliation.

The core of the theory of T-Group process deals with the authority issue and resolution of individual member's as well as the group as a unit's dependency on the trainer. Freud noted that "each member is bound by libidinal ties on the one hand to the leader...and on the other hand to the remaining members of the group" (Freud, 1949, p. 45).

The major dimensions of the group are categorized into three modalities by Bion (1948, 1951). Two of these, dependency and pairing, correspond to Bennis and Shepard's areas of dependence and interdependence.

Bennis (1956) hypothesized that the group moves through two phases: a general concern with the authority problem and a general concern with the intimacy problem. A concern for authority would be evidenced by power

struggles among the membership or by members questioning their relationships with the trainer. A concern for intimacy would be evidenced by concerns about how much self-revelation could occur in the group or how close members could get to one another. Self-revelation refers to those verbal behaviors in which an individual discloses information about himself of a very personal nature.

Much of the group's life is spent dealing with the authority (dependence) issue. An assumption made is that during the early life of the group the behavior exhibited is an attempt to ward off anxiety. This is done by dwelling on uneventual discussions about common goals and providing one another with interesting and harmless facts about themselves. This is seen as a dependency plea on the part of the members. A further assumption is that the presence of the trainer and not the lack of a common goal is the cause of the dependency. Members come to the group with expectations of the trainer. These expectations include setting the "rules of the road," establishing the goals and desired outcomes of the group, and reinforcing proper behavior within the guidelines established by the trainer or facilitator.

The CIA/IT was developed in such a way that it could be applied in a variety of settings and be easily used by trainers and participants. The CIA/IT is an observational method to assess the level of any particular social interaction in groups. For example, a group leader, trainer or member trained in CIA/IT could periodically categorize verbal interaction within the group. A quick mental placement of statements would not only provide the person with a sense of group focus, but also will yield descriptive data for the purpose of formulating an appropriate intervention. It is believed that the CIA/IT can be used in a variety of settings to test

small group focus on either authority issues or intimacy issues. Some possible settings might be counseling or therapy sessions, the family unit in conjunction with parent effectiveness training, work settings, community groups, and various social situations.

The focus of categories system is on the development of intimacy in the group. One way to approach the problem is to classify the things people say and do with each other along a continuum from last intimate to most intimate. The criteria is how intimate are the members of the group with the members of the group. Ten categories of behavior in a group are ranked from most intimate to least intimate. The purpose of this paper is to present the categories, their description, and then provide examples for each category. The intimacy continuum goes from zero (least intimate) to nine (most intimate). Intimate verbal behavior is defined as interaction among group members which satisfies the following four conditions:

1. The statement is "here and now" oriented, meaning in the present tense (or having occurred during the current session).

2. The statement directly indicates that the speaker is in touch with thoughts or feelings, and own them as his/hers.

3. The thoughts and feelings are clearly and directly stated within the group.

4. The statement is in reference to and directed toward the entire group or a member in the group.

Statements that meet all four of the above criteria are of the most intimate nature. They become less intimate when fulfilling fewer or none of the conditions. As a group progresses toward resolution of its authority issues and becomes increasingly concerned with its intimacy issues, statements in the higher numbered categories will occur more frequently. It is proposed that by observing the nature of verbal statements in a group, a sense of its

developmental pattern can be achieved. Information of this sort can provide the facilitator with where the group currently is in terms of its movement toward intimate interaction and group centered behavior. This type of knowledge can also provide leads in the formulation of an intervention designed to move the group to a higher level of interaction.

The categories are listed in the attachment. The list includes a brief definition and some examples of each.

In conclusion, the role of the facilitator in a group implies observation and intervention based on this observation. The meaning of observation in groups and the need for a systematic method of observation have been discussed. The Categories of Intimacy Analysis and Intimacy Training have been described and related to group developmental theory. It is proposed that a group leader with a working knowledge of these categories can use them to take samples of the group's verbal behavior, mentally categorize them, use the data for assessing current group emphasis and formulate appropriate interventions based on that assessment.

Categories of Intimacy Analysis And Intimacy Training*

Edmund Amidon and Raphael R. Kavanaugh

Written permission is required from the authors prior to duplication of any part of this document.

*These categories were developed over a long period of time. Edmund Amidon developed the categories for use with groups and in 1974, Marilyn Greenberg first used them in a study of two T groups at Temple University. George Beck and Marilyn Greenberg worked on modification of these categories. This group, Amidon, Beck and Greenberg, worked on the categories for over a year meeting regularly to further refine the categories. (The group at various times included Terry Glaser and Kathleen Moore). The group was later joined by Raphael Kavanaugh who has completed a systematic study of four T groups. The present set of categories has thus evolved through the process described. The categories in this paper are the result of further modification by Edmund Amidon and Raphael Kavanaugh.

Categories

0 Silence, multiple conversations, indeterminable (inaudible).

A. No communication among total group membership.
B. The group does not look or sound like a group interacting.
C. Members seem to be avoiding interacting as a group.

Examples of Category 0

1. Two or more separate conversations going on in a group at the same time.
2. One private conversation in the presence of silence and which is not directed toward the entire group.
3. Silence in the group (10 seconds in length or more).
4. Two or more members talking at once (10 or more seconds).
5. Noise lasting for 5 seconds, laughter, singing, etc.
6. Indeterminable, cannot be heard well enough to be classified in the following nine categories.

1 Discussion unrelated to any group.

A. Small talk (weather).
B. Initial statements. Example: "Did you have a good week-end?" Just because a statement starts out in 1 does not mean it necessarily stays in 1. If people begin to express feelings or tell about their experience, then the category used would change to 3 through 9.
C. Statements that do not fit into categories 2 through 9.
D. Note: Sports discussions would probably be classified here. Example: "The Phils are in a slump." But this statement could be classified in another category if it went on..."Yes, the Phils are in a slump. Any team that has an image of itself as a loser for long periods of time will have trouble developing the image of a winner." This would then become Category 2.

E. The longer a discussion goes on that starts in Category 1, the more likely it is to move into a higher numbered category.

F. Expressions of feeling, values, and attitudes toward:
   1. groups or people that are not part of the speaker's interpersonal world.
   2. ideas, systems, etc.

   Examples: "I don't like the Phils", "Martha Mitchell is terrific", "Communism is the Devil's own work".

   Examples of Category 1

   1. "I was glad to see Nixon remove himself from office."
   2. "Looks like the Phils are in another slump."
   3. "The Medical profession is just another political organization."
   4. "The basic problem is we (people in general) don't have a purpose in life."
   5. "All I can think of is some futuristic society where nobody has anything to do, machines do everything."
   6. "It sounds like 'Star Trek'."
   7. "In a way boredom is good because it urges you on to do something else."

2 Discussion related to group phenomena.

Generalizations about the nature of group phenomena (a group can be defined as any two or more people interacting). Includes discussion of readings about groups or generalizations based on experiences from another group, intellectually described topics about groups such as theories, process, development of groups in general and generalizations about human interaction.

Examples of Category 2

1. could include statements about organized groups such as encounter, therapy, training, task groups.

2. also comments about casual groups like people at a cocktail party, waiting for a bus, etc.

"People waiting at a bus stop don't usually talk to each other."
"People together in a critical situation such as being stuck in an elevator can become intimate in a short period of time."
"People just don't want to be intimate."
"Bennis and Shepard talk about the issue of authority."
"Groups just go through developmental stages, one thing leads into another."
"I found from my previous T-Group that hostility is unavoidable."
"You can say a lot more to strangers, rather than to people you know well."
"It's so hard to get to know people, that's just not the way the world is set up."
"I think that it's an interesting comment about groups and how to motivate them."
"The Phils have been a losing team for 20 years. When this condition exists, a team has a terrible time seeing itself as a winner."

3 Description, narrative of events in a member's life.

A. Self-presentation of facts and information about one's experience outside the group, devoid of expression of emotion.
B. Statements a person makes about himself/herself that would fall into the category of the disclosure of secrets.
C. Statements that appear to be very emotionally related because of the element of deep self-disclosure would be classified here unless the tone of voice or verbal or non-verbal cues indicate the use of Category 6.

Examples of C: "I am a homosexual." As it stands, this is 3, but if stated in an emotional way or in a context that clearly shows an expression of feeling, it would be classified as 6.

Examples of Category 3

1. "I am a carpenter."
2. "People come up to me on the street and talk to me and tell me things they won't talk about otherwise, knowing they won't see me again."
3. "He (former teacher) would ask if there were any questions and then wait two or three minutes for any responses."
4. "Every play I was ever in when I was a kid, I was always a rabbit."

4 Discussion of experience which two or more group members have shared outside of the group, whether group related or not.

A. Informing the group about a subgroup that existed outside the group.
B. Any specific details about what members said outside the group.
Initial statements classified as 4 can be classified in other categories if they change to include elements of other categories like 5, 7, 8, or 9.

Examples of Category 4

1. "After our group session, Jack and I walk to our next class together."
2. "Mary and I talk about the group almost every day over lunch."
3. "Harry asked to spend an afternoon with me."
4. "We were swimming yesterday."

5 General discussion and description of the group which is not present-oriented. Includes a generalization about the group, like a general statement about the way the group is, could include comparisons to other groups, etc.

A. Includes the ongoing group's discussion of previous sessions, discussion about past occurrences, experiences or development of the group other than those of the present session.
B. Unless clearly related to another specific group, general discussion of one's own behavior in groups.

C. Statements concerned with structure, goals, norms of the group. Planning for future tasks.

Examples of Category 5

1. "I find it easier to interact with a group than on a one-to-one basis." (B)
2. "How about a task? We've got a marathon next week to prepare for." (C)
3. "Most of what he said yesterday was 'I don't understand the question'." (A)
4. "I know after I say something I always sit back and ask, 'Should I have said that?'" (B)
5. "Once I say something, I have to sit back and reconsider it." (B)
6. "Yesterday you said you were distressed about something that happened." (A)
7. "Harry was angry yesterday when I told him he talked too much." (A)
8. "Alice used to always get annoyed with us when we pushed for closeness." (A)
9. "Why don't we sit down and set up some rules to operate by?" (C)

6 Feelings, statement related to events in a member's life.

Any individual's expression of emotion not related to the group.

Examples of Category 6

1. "I was always picked on--I was teased unmercifully by my brother."
2. "I only know two or three people with whom I'm really myself." (Implied feeling/evaluation)
3. "My wife is really frustrating me right now."
4. "The kids had me so tense last night I found it almost impossible to sleep."
5. "I have a recurring dream that terrifies me."

7 Descriptive discussion of present group experience, "here and now". Responses in this category may appear in either statement or question form.

A. Feelings about self in the present, indirectly expressed.
B. Any effort to clarify a statement which is not emotionally laden. Statements that attempt to clarify may be in the form of a statement-"I hear you saying that the group is working on the authority issue" or in the form of a question (open-ended)-"What do you see happening?"
C. Group-oriented analytic statements. Description of situations in the group as they are presently happening, to include descriptions of events within the present on going group.
D. Prediction of the future of the group.
E. Feelings about the group in the past.
F. All trainer interventions unless very clearly evidencing characteristics of Categories 8 or 9.
G. Asking foe clarification without emotional expression.

Examples of Category 7

"Every comment you made after that, you referred back to him." (C)
"I was going to ask Jeff if he would give us some direction." (C)
"I was upset with what happened in here on Tuesday." (E)
"The group doesn't have a task orientation now, but what do we do when the group moves in that direction and someone doesn't choose to go along?" (C)
"I thought I said I was fed up with it." (B)
"People (referring to group) are very stiff about being observed." (B)
"But I don't understand why it annoys you." (C)
"I'm starting to think this is a structured-unstructured group, and it's very unclear." (C)
"I think that Charlie drew a parallel." (C)

"How does it relate to me, to us, the group?" (E)
"Even when you are asked to join the group, you hold back." (C)
"You do give very vague answers to questions." (C)
"I would like to say some potentially analytical things about their roles and what happened today." (C)
"What is everybody else thinking?" (G)
"It's unusual for me to be quiet in a group, as I am today." (C)
"You sound like you have a need for distraction." (B)
"I hadn't gotten quite that reading." (B)
"I need smiles." (A)
"He wants a group task." (B)
"As soon as people say it, you know exactly what they meant." (C)
"Why are you concerned about silence?" (C)
"I was thinking about silence in terms of the day to day conversations we have." (B)
"Now let's analyze it." (G)
"I want to be a squirrel in the play." (C)
"We were all unhappy with the group last week." (E)

8 Indirect expression of current feeling and attitudes toward the group. Tone of voice with expression of emotion. This category includes evaluative statements in which the speaker makes value judgments about behavior or materials that occur in the group. Where the speaker is making a judgment about the goodness or badness of a comment or something that happens in the group.

A. When words and tonal quality are inconsistent (as in sarcasm).
B. A value statement, a judgment without an actual label in the statement.
C. Defensive behavior, emotional disagreement.
D. Statements of denial.
E. The use of emotion labeling words implying direction from an outside force. Example: "That person wronged me."
F. Indirectly expressing a feeling, not directly stating ownership.
G. Questions that are used to express a feeling and may also be used if others agree with feelings.

Examples of Category 8

"Are you people as upset as I am?" (G)
"Are you angry too?" (G)
"People are putting alot of pressure on me and it makes the whole exercise impossible to deal with." (F)
"People are hesitant to write down a contract because it's something they are reluctant to do, they really don't want to write it down." (B)
"No, I really didn't feel managed by it." (D)
"Allison, I wouldn't let the group put any pressure on you." (F)
"If we try to keep everybody happy, everybody comfortable all the time, we probably won't get anything done." (B)
"I don't feel comfortable with people hearing in a large group." (F)
"I understand your feelings, I think I do anyway." (G)
"We can think about looking at the pictures on the wall if we want to avoid dealing with each other." (B)
"I object to Allison telling me how you feel." (F)
"I wish we could deal with it."
"I feel that you are avoiding certain kinds of involvement." (B)
"I don't think that's fair, that you can't tell me." (F)
"I really get tired of that number, because the world isn't that way." (B)
"Every time we throw a statement out, we have to defend it. Why?" (B)
"I have a personal feeling that I am being manipulated." (F)
"I would have felt hurt and embarrassed." (B)
"Isn't this a wonderful group?" (G)
"Don't the rest of you feel as I do/" (G)

9 Direct feelings, attitudes.

A. The individual acknowledges ownership and actually labels his feelings with an emotionally-charged word such as angry, annoyed, happy, good, bad, depressed, pleased, conflicted, agitated, aggravated, worried, afraid, anxious, aggressive,

apprehensive, belligerent, calm, competitive, devastated, defensive, elated, emoarrassed, exhilarated, ecstatic, euphoric, firghtened, fearful, high, hostile, humiliated, hurt, insensed, attracted, jealous, like, love, low, lousy, lust, mad, moved, miserable, oppressed, peaceful, placid, rotten, satisfied, tranquil, upset, unsettled, vengeful, vehement, disturbed.

B. A feeling expressed in the past tense about something that occurred in the current group session. Use of a word, ownership occurring in the present session regardless of the length of the session.

C. Modifiers of an expression of feeling may not change its classification to another category. For example: "I am <u>getting</u> angry", "I <u>think</u> I am frustrated with you", "I <u>may</u> be angry with you", "<u>Maybe</u> I'm angry with you", "I <u>suppose</u> I'm really frustrated".

Examples of Category 9

"I'm very comfortable with how I feel in the group today."
"I'm excited about what our group has done today."
"It causes me incredible anxiety and causes me to shut up like a clam, even to myself."
"I feel very uncomfortable with that, the way you phrased it."
"I'm getting angry that you're all sitting around."
"I feel angry with that, I feel that I have to apologize."

References

Bales, R. J. Interaction Process Analysis. Cambridge, Mass: Addison-Wesley, 1950.

Bales, R. J. Personality and Interpersonal Behavior. New York: Holt, Rinehart and Winston, 1970.

Bennis, W. G. and Shepard, H. A. "A theory of group development," Human Relations, 9, 4, 415-436, 1956.

Bion, W. R. "Experiences in groups: I, II," Human Relations, 3: 314-320, 1948; 4: 487-496, 1948.

Bion, W. R. "Group dynamics; a re-view," International Journal of Psychoanalysis, 33: 235-247, 1952.

Borgatta, E. J. "A systematic study of interaction process scores, peer and self-assessments, personality and other variables," Genet. Psychol. Monogr., 65, 219-291, 1962.

Borgatta, E. J. "A new systematic interaction observation system: behavior scores system (BSS System)," Journal of Psychological Studies, 14, 24-44, 1963.

Dyck, A. J. "The social contacts of some Midwest children with their parents and teachers." In R. G. Barker (ed.), The Stream of Behavior. New York: Appleton-Century, 1963.

Flanders, N. A. "Teacher influence, pupil attitudes and achievement." Minneapolis: University of Minnesota. (Mimeo)

Freud, S. Group Psychology and The Analysis of The Ego. New York: Liveright Publishing Corp., 1949.

Heyns, R. W. and Lippitt, R. "Systematic observational techniques." In G. Lindzey (ed.), Handbook of Social Psychology. Vol. 1. Cambridge, Mass.: Addison-Wesley, 1954.

Mann, R. D. Interpersonal Styles and Group Development. New York: Wiley, 1967.

Medley, D. M. and Mitzel, H. E. "Measuring classroom behavior by systematic observation." In N. L. Goge (ed.), Handbook of Research on Teaching. Chicago: Rand McNally, 1963.

Rioch, M. J. "The work of Wilfred Bion on groups." (Mimeo)

Thelen, H. A. et al. Methods for Studying Work and Emotionality in Group Operation. Human Dynamics Laboratory, The University of Chicago, 1954.

Weick, K. E. "Systematic observational methods." In G. Lindzey and E. Aronson (eds.), The Handbook of Social Psychology, Vol. II. Menlo Parl, Calif.: Addison-Wesley Publishing Co., 1968.